



## Henry L Sneed Middle

1102 Ebenezer Rd.  
Florence, SC 29501

<b>Grades</b>	7-8 Middle School	
<b>Enrollment</b>	902 Students	
<b>Principal</b>	Tony Lunsford	843-673-1199
<b>Superintendent</b>	Larry Jackson	843-669-4141
<b>Board Chair</b>	Porter Stewart	843-669-6395

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Average</b>	<b>At-Risk</b>
2007	Average	At-Risk
2006	Below Average	At-Risk
2005	Average	Below Average
2004	Average	At-Risk

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

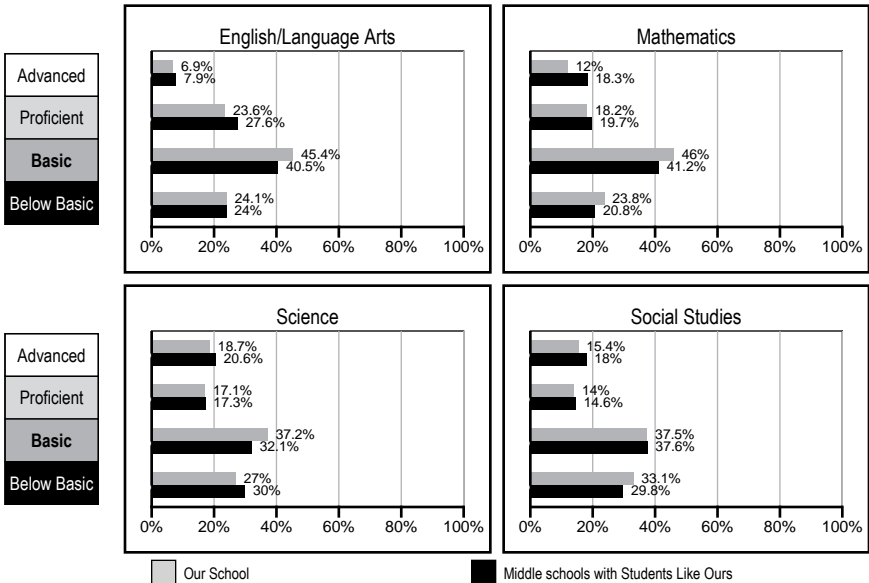
92.9%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	2	28	12	2

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	100.0	97.8
English 1	100.0	96.6
Physical Science	0	52.4
All Subjects	100.0	97.4

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=902)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	8.3%	Up from 6.1%	26.1%	19.4%
Retention rate	3.7%	Down from 3.9%	1.7%	1.8%
Attendance rate	96.1%	Up from 95.6%	95.9%	95.8%
Eligible for gifted and talented	12.6%	Up from 12.3%	20.4%	15.3%
With disabilities other than speech	16.1%	Up from 11.5%	11.7%	12.9%
Older than usual for grade	2.4%	Down from 2.9%	2.3%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 1.3%	0.8%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=57)</b>				
Teachers with advanced degrees	57.9%	Up from 52.8%	57.8%	55.0%
Continuing contract teachers	84.2%	Down from 92.5%	74.2%	70.6%
Teachers with emergency or provisional certificates	1.9%	Down from 3.9%	4.5%	5.4%
Teachers returning from previous year	84.0%	Down from 85.8%	86.4%	83.4%
Teacher attendance rate	94.4%	Down from 94.7%	95.1%	94.9%
Average teacher salary	\$46,623	Up 6.4%	\$45,175	\$44,706
Professional development days/teacher	6.9 days	Down from 11.5 days	12.6 days	11.8 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	3.0	3.0
Student-teacher ratio in core subjects	26.1 to 1	Up from 25.5 to 1	22.7 to 1	20.1 to 1
Prime instructional time	89.6%	Up from 89.4%	89.8%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 90.0%	98.6%	98.0%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil*	\$5,840	Up 0.6%	\$6,613	\$7,097
Percent of expenditures for instruction*	68.0%	Down from 68.8%	64.9%	64.4%
Percent of expenditures for teacher salaries*	65.7%	No Change	60.2%	59.4%

\* Prior year audited financial data are reported.

**Report of Principal and School Improvement Council**

The mission of Henry L. Sneed Middle School is to prepare students to become responsible, lifelong learners in an atmosphere that is conducive to learning. Sneed is nationally accredited by the Commission on International and Trans-Regional Accreditation, and regionally accredited by the Southern Association of Colleges and Schools.

Even though we are proud of the accomplishments and gains made during the school year, we are continuing to address areas in need of improvement by implementing new educational programs, effective and relevant staff development, as well as diversity training. Our emphasis is based on effective teaching of the state standards through active student engagement in meaningful instruction and the use of accurate and effective assessments.

Communication is also a key component for the success of Sneed Middle School. E-mails, parent conferences, newsletters, marquees at both the front and rear of the school, and the new parent link telephone system provide accurate communication to parents and community members in regard to their children and upcoming school events.

Sneed Middle School proudly celebrates the successes and accomplishments of our school, students, and faculty. Some of these accomplishments include participation in Southern Regional Education Board's Making Middle Grades Work program; implementation of Education & Economic Development Act (EEDA) through a career education program for all 8th grade students; PACT remediation classes for Math and English Language Arts; employment of an extended day school program designed to increase student achievement; technology enhancements that include High Points Math, Compass Odyssey Learning, acquisition and use of 38 Smart Boards to enhance classroom instruction, and acquisition of 2 mobile laptop computer labs.

Our accomplishments this year also include the following: Mrs. Renee McRae named Teacher of the Year; Mrs. Doris Brown achieved National Board Certification; nineteen students were recognized as Duke Tip Scholars; twenty-five students were recognized as Junior Scholars; and three students were recipients of the top four Pee Dee Regional Junior Scholar Awards in the areas of Reading, Writing, Math, and Overall

Based on the successful foundations laid during the past year, Sneed Middle School is eagerly looking forward to an extremely successful 2008-2009 school year in both academics and community/parent relations.

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	27	397	205
Percent satisfied with learning environment	66.7%	74.2%	80.3%
Percent satisfied with social and physical environment	85.2%	73.9%	71.4%
Percent satisfied with school-home relations	51.9%	84.6%	71.9%

\* Only students at the highest middle school grade level and their parents were included.

**Abbreviations for Missing Data**

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

School Adequate Yearly Progress

NO

This school met 14 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	5.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	16.2%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.9%	0.0%	No
Student attendance rate	96.1%	94.0%	Yes

\* Or greater than last year

**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	---------------	---------	--------------	------------	-----------------------------------	-------------------------------------	----------------------------------	---------------------------	-----------------------------

**English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)**

All Students	911	99.2	24.8	46.3	23.6	5.3	40.2	49.1	48.2	No	Yes
<b>Gender</b>											
Male	437	98.6	29.3	50.3	16.3	4.1	31.6	43.1	41.7	N/A	N/A
Female	474	99.8	20.8	42.8	30.1	6.3	47.9	55.1	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	481	99.6	13.2	48.5	31.4	7	52	61.8	60	Yes	Yes
African American	395	98.7	41.5	44.2	12.4	1.8	21.8	35.7	31.7	No	Yes
Asian/Pacific Islander	15	100	23.1	38.5	23.1	15.4	53.8	80.2	70.4	I/S	I/S
Hispanic	12	100	27.3	18.2	36.4	18.2	63.6	53.3	38.4	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	58.3	47	I/S	I/S
<b>Disability Status</b>											
Disabled	159	98.1	63.6	30.8	2.8	2.8	9.1	19	16	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	51.6	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	417	98.8	38.6	47.1	12	2.3	23.1	36.9	34	No	Yes

**Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)**

All Students	911	99.2	25.4	48.4	16.7	9.5	36.8	43.8	45.8	Yes	Yes
<b>Gender</b>											
Male	437	98.9	25.1	46.5	15.2	13.2	39.5	44	45.6	N/A	N/A
Female	474	99.6	25.7	50	18.1	6.3	34.3	43.5	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	481	99.6	13.4	50.4	22.6	13.6	51.5	58.1	59	Yes	Yes
African American	395	98.7	42.3	47.7	7.3	2.7	14.5	28.9	26.9	No	Yes
Asian/Pacific Islander	15	100	15.4	23.1	15.4	46.2	61.5	79.3	71.3	I/S	I/S
Hispanic	12	100	45.5	18.2	36.4	0	36.4	44.4	38.1	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	50	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	159	98.7	62.5	29.2	2.1	6.3	12.5	18.4	17.1	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	50	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	417	98.8	39.3	47.6	9.7	3.4	18.8	30.8	31.4	No	Yes

\* Adj - Adjusted to account for natural variation in performance.

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	694	98.9	27.1	36.9	16.9	19.1	36	33.1	35.7	96.1	95.8
Gender											
Male	331	98.8	28.2	31	17.3	23.5	40.8	36.6	37.4	95.8	95.6
Female	363	98.9	26.1	42.2	16.4	15.2	31.6	29.6	33.8	96.4	96
Racial/Ethnic Group											
White	358	99.4	13.6	36.6	22.7	27.1	49.9	47.8	49.2	96.7	95.7
African American	308	98.1	45.1	38.1	9.7	7	16.7	18.4	17	95.5	95.8
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	I/S	66.7	58	97.6	97.9
Hispanic	10	I/S	I/S	I/S	I/S	I/S	I/S	29.4	24.9	94.9	95.8
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	97.5	95.9
Disability Status											
Disabled	125	98.4	60.2	19.5	10.6	9.7	20.4	20.3	14	94.4	94.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	23.8	24.4	97.5	97.1
Socio-Economic Status											
Subsided meals	325	98.2	44	37.7	9.9	8.4	18.3	19.6	21.1	95	95.2

Social Studies

All Students	693	99.1	32.8	37.4	13.9	15.9	29.8	29.3	34	96.1	95.8
Gender											
Male	334	98.8	27.6	33.4	18.4	20.5	38.9	33.7	36.6	95.8	95.6
Female	359	99.4	37.5	40.9	9.8	11.7	21.5	24.9	31.3	96.4	96
Racial/Ethnic Group											
White	368	99.5	20.1	39.1	19.3	21.6	40.8	40.4	44.5	96.7	95.7
African American	298	98.7	51.6	35.8	6.9	5.7	12.6	17.1	19.1	95.5	95.8
Asian/Pacific Islander	11	100	11.1	44.4	11.1	33.3	44.4	63.4	58.9	97.6	97.9
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	36.4	27.5	94.9	95.8
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	97.5	95.9
Disability Status											
Disabled	121	99.2	60.9	27.3	6.4	5.5	11.8	16.4	14.4	94.4	94.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	37.1	27.3	97.5	97.1
Socio-Economic Status											
Subsided meals	307	98.7	48.8	37	8.3	5.9	14.2	17.4	21	95	95.2

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	447	99.1	25.3	46	25.8	3	28.8
	8	445	98.4	29.9	48.4	18.7	3	21.8
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	479	99.2	23.3	47.5	25.2	4	29.2
	8	432	99.3	26.5	45	21.9	6.6	28.5
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	446	99.1	22.7	51.5	15.2	10.6	25.8
	8	443	98.9	32.4	53.2	10.4	4.1	14.4
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	479	99	20.5	45.2	20.5	13.9	34.4
	8	432	99.5	30.7	51.8	12.7	4.8	17.5
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	446	98.7	25.4	33.6	19.6	21.4	41
	8	219	99.1	29.7	40.5	15.9	13.8	29.7
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	478	98.5	26	36.4	17.5	20.1	37.6
	8	216	99.5	29.5	38	15.5	17	32.5
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	446	98.4	32.6	33.1	13.7	20.6	34.4
	8	223	97.3	24.2	53.5	15.7	6.6	22.2
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	479	98.8	37.3	32.8	12	17.9	30
	8	214	100	23.2	47.4	18	11.3	29.4

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample